

Communication is central to the teaching/ learning process. Knowledge is valuable in itself, but no matter how much one knows, there is no guarantee he or she can teach that knowledge to others. Communication is the crucial link between a knowledgeable teacher and a learning student. From the vantage point of a professional educator, then, "the difference between knowing and teaching is communication in the classroom" (McCroskey, 1998; Hurt, Scott, & McCroskey, 1978).

"A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among the variables, with the purpose of explaining and (or) predicting the phenomena." (Kerlinger, 1986)

GENERAL COURSE INFORMATION

CJT 616-001 Class meets: 1:00 – 3:30 p.m. Thursday EGJ 223

INSTRUCTOR CONTACT INFORMATION

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COURSE DESCRIPTION

Instructional communication is a blending of three disciplines including pedagogy (teaching), educational and cognitive psychology (learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, along with the programs of research produced from these models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts, with a special emphasis on those in academic, information, and organizational settings. Seminar topics will include student learning, the transactional nature of teacher-student communication, and instructional communication theory building.

This course is designed for two different types of graduate students. First, it is designed for graduate students who have an interest in instructional communication research and the generation of such research. These individuals will pursue study in the field and will teach and supervise educators and trainers at various institutions across the country. Second, it is designed for the practitioner. Since a high percentage of students graduating with advanced degrees in Communication, regardless of area of specialization, will pursue careers in which instruction plays a primary or secondary role, this course will enhance their instructional effectiveness. Understanding and applying knowledge claims produced from instructional communication research will benefit graduate students who become primary and secondary educators, college, community college, or university faculty members, communication consultants within or outside organizations, training and development managers, public relations/sales/marketing representatives, etc.

GENERAL COURSE GOALS

The primary purpose of this course is to ensure that researchers and/or practitioners working with instructional issues do so from a knowledgeable and skilled position. Thus, the course is aimed at helping graduate students achieve the following three general course goals that will facilitate instructional communication knowledge and skill development.

Goal One: Students will acquire knowledge of instructional communication research.

The first goal of the course is for students to understand the variables, programs of research, and the empirical knowledge claims yielded from these programs. In short, how do we study communication in the classroom, what have we learned from the research, and how can we use this new knowledge to enhance our instructional effectiveness and/or address instructional-related issues and concerns in practice?

Goal Two: Students will be able to critique instructional communication research.

The second goal of the course is for students to learn how to consume critically instructional communication research. What predominant paradigms (e.g., process/product, social learning, communibiological) are guiding instructional research and why is understanding the various paradigms important? Skills in critical analysis of empirical work are necessary if researchers and practitioners are to use and/or extend empirical findings. According to Darling (1992), “[t]he ability to critique (i.e., to distinguish valid knowledge claims from those that lack validity) is especially important as individuals are prepared to respond responsibly to the challenge of understanding how to develop the learning communities of the future” (p. 206).

Goal Three: Students will be able to plan instructional communication research.

The final goal of this course is for students to be able to develop a rationale and a plan for producing new knowledge in instructional communication. Specifically, students will be asked to articulate a rationale for a program of research that addresses limitations and deficiencies in the current instructional communication research or develop a research prospectus that will test either an empirical or theoretical application of the course using contemporary conceptualizations of communication, teaching, and learning.

Additionally, CJT 616 is aimed at helping graduate students achieve the following specific goals:

1. To enable teachers to conceptualize the teaching-learning process in terms of *communication* variables.
2. To develop in teachers an awareness of the distinctive characteristics and unique requirements of instructional communication.
3. To encourage in teachers a recognition of and desire to develop specific instructional communication competencies.
4. To assist teachers in developing specific instructional communication competencies through personal inquiry.

BASIC ASSUMPTIONS

CJT 616 operates from three basic assumptions concerning the improvement of teaching:

1. Effective teaching is a complex communication activity that can be improved by providing guided practice and knowledge of results.
2. Since research demonstrates that there is no one “correct” way to teach, teachers must have opportunities to experiment with alternative instructional strategies so that they may discover those that work best for them and thus develop their own individual style of teaching; and
3. Instructors will be able to teach better if they are familiar with the research literature dealing with such topics as learning, motivation, instructional strategies, individual differences in learning abilities, evaluation of student performance, and classroom management.

REQUIRED TEXTBOOKS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Fassett, D. L., & Warren, J. T. (2010). *The SAGE handbook of communication and instruction*. Thousand Oaks, CA: Sage.

RECOMMENDED REFERENCE BOOKS

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete Edition)*. New York, NY: Addison Wesley Longman, Inc.

Chesebro, J. L., & McCroskey, J. C. (2002). *Communication for teachers*. Boston, MA: Allyn & Bacon.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (1994). *Communication research measures: A sourcebook*. New York, NY: Guilford Press.

Rubin, R. B., Rubin, A. M., Graham, E. E., Perse, E. M., & Seibold, D. R. (2009). *Communication research measures II: A sourcebook*. New York, NY: Routledge.

Rubin, R. B., Rubin, A. M., Haridakis, P. M., & Piele, L. J. (2010). *Communication research: Strategies and sources* (7th ed.). Boston, MA: Wadsworth.

Svinicki, M. D., & McKeachie, W. J. (Ed.). (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

Vangelisti, A. L., Daly, J. A., & Friedrich, G. W. (Eds.). (1999). *Teaching communication: Theory, research, and methods* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

SELECTED READINGS

In addition to the required textbook and the 6th Edition of the Publication Manual of the APA, you will need to be required to read several primary research studies. The readings will be available on the password protected website: <http://www.uky.edu/~drlane/cjt616>. (password: teaching)

INSTRUCTIONAL STRATEGIES

The method of instruction to be employed is based on the following assumptions:

- ✓ The major functions of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.
- ✓ The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Graduate students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as a seminar!
- ✓ Instruction should provide opportunities for students to be original, innovative, and to develop personal ways of doing things.
- ✓ Common methods of acquiring information and solving problems after leaving college including “surfing” the Internet, reading, independent study, searching in libraries, and talking with individuals. Thus, practice with these methods should be provided during college so that students will be capable of learning and performing effectively as independent learners after leaving college.
- ✓ Experiencing success in this course should shape favorable attitudes toward teaching and thereby raise the probability that students will be better teachers now and later on.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, critical research reports by members of the class, and guests; (b) reading by each class member, including the required reading of assigned materials and the optional reading of other materials; (c) in-class practice (using simulations) of communication skills necessary for instruction; and (d) the construction of a book chapter and a research prospectus.

COURSE REQUIREMENTS

Engagement (weekly assignments including: 1) research article summaries and critiques (described below), 2) position papers, 3) presentations, 4) handouts, 5) instructional communication synthesis assignment, and 6) other activities). All students must come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be given multiple opportunities to teach and/or facilitate a discussion about the week's reading assignment for which you are responsible. One of the reasons for asking you to assist with the instruction of the course is because teaching enhances your own understanding of course content. As many of you already know, effective teaching requires instructors to internalize course content. Only after teachers have taken ownership of the content or made it meaningful to them, can they create understanding with others. This process of internalization, although painful at times, allows instructors to reach a level of understanding and clarity that cannot be achieved through other means. At various points in the semester, you will write critical research reports, position papers (i.e., 2-3 pages each), design and deliver presentations, provide a handout for each presentation, and complete other activities as assigned. Engagement (weekly assignments) will **constitute 30% of your final course grade**.

Research Article Summary & Critiques. Much can be learned about how to do your own research by critically evaluating the research efforts of others. To this end you will be writing brief (1-2 page) critical research reports that demonstrate that you understand how the researchers arrived at their conclusions, critique their questions, methods, results, and conclusions, and generally tell me what you think of the assigned readings. Your reports are to be typed, with normal margins, and will follow the APA 6th Edition Style Manual. You will be assigned one of these each week. All summaries must be typed and answer each of the following seven (7) questions:

1. In a very tiny nutshell (that holds 3-4 sentences at most), what is the article about?
2. What theory(ies) is(are) the author(s) using? How is the theory guiding the research? Or is there no sign of theory? If there is no sign of theory, can you think of one that might be applicable?
3. What is the research design/methodology? Is it appropriate to the questions asked? Are there any apparent weaknesses? Are there particular strengths?
4. Who are the research participants (if applicable) or what is the unit of analysis? Are they (is it) the appropriate population to study?
5. What questions have been answered? That is, what do you know now that you didn't know before? What is the "take home" message?
6. What questions are left unanswered? What new questions have been raised?
7. What is your evaluation of this article? Thumbs up? Thumbs down? Or maybe you think the author(s) had no opposable thumbs? Why?

NOTE: Each student is required to submit one research article summary and critique per week beginning week 3.

Course Project. Several options are available for the course project. Option 1: Students can form research teams and conduct a **large experiment** (which can be presented at a conference and result in a publication); Option 2: Each graduate student could write a **book chapter** synthesizing the research around a specific instructional communication variable that they find interesting. Option 3: We could assemble a **pragmatic training manual** that synthesizes an instructional concept and explains how to apply the concept in an instructional context. Specific details about the actual course project will be provided with additional handouts that will address evaluation expectations after the final consensus is reached. Option 4: Student's choice. The course project will constitute **30% of your final course grade. (Due March 12, 2015)**

Research Prospectus. Post baccalaureate students and master students have two options for the research prospectus. The first option is to write a critical analysis of the current instructional communication research and then articulate an argument for taking instructional communication in a new direction. The second option (which is required of doctoral students) is to write a research prospectus that extends a current program of research or proposes a new program of research and focuses on more contemporary conceptualizations of communication, teaching, and learning. You will be provided with additional handouts that will address evaluation expectations. To get you thinking about this final paper assignment, a description is previewed below. The prospectus will constitute **40% of your final course grade. (Due April 16, 2015)**

COURSE EVALUATION

I hope grades will not be emphasized in this course as the major reinforcement for which students are to strive. At the same time I realize that grades do hold contingencies for you and, therefore, I will make every effort to be as objective, impartial, and fair as possible. In keeping with this goal, I solicit your involvement and feedback. The following guidelines will be used to establish the final grade for the course:

Points will be distributed in the following manner:

Engagement	300 points
Course Project	300 points
Research Prospectus	<u>400 points</u>
Total Points	1000 points

Grades will be administered using the standard 90% = A, 80% = B, 70% = C.

COURSE ASSUMPTIONS

Attendance. You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

Writing Skills. It is assumed that you have already developed good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized, coherent manner. In addition, you should be able to use the APA (6th Edition) writing style using correct citation and notation.

Presentation Skills. It is also assumed that you have already developed good presentation skills. You will be expected to make two brief presentations to your colleagues. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your research findings. It is expected that your presentations will be rehearsed and will include appropriate handouts.

Analytical Skills. It is assumed that you have some background in empirical research methods that will allow you to analyze the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for some suggested readings.

Completion of Assignments. It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of assignment grade. As a rule, late work will be reduced at least a letter grade. Excessively late work will not be accepted. Poor planning on your part does not constitute a good reason for turning work in late. Also, please note that reading assignments are expected to be read, even on days when papers are due! Attendance is mandatory. Missing a class, arriving late, and/or leaving early will result in a lowered cumulative course grade. Regardless of your attendance record, you are responsible for all information presented in class.

Academic Integrity. Examination answers and written work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "E" for the course. Such conduct may also constitute grounds for dismissal from the University.

Special Problems. If you are disabled in anyway or have any type of health issue that may have an impact on either you or your classmates, please let me know after the first class period so accommodations can be made.

Fairness Policy. The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions to further such a positive and open environment in this class will be appreciated and given serious consideration.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this seminar with an exposure to the knowledge claims and research methodologies that will allow you to become a master teacher/trainer/researcher. Unfortunately, we only have 16 class periods to make this happen. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to outline the readings and write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours, or better yet, email me to make an appointment. I have an open door policy and I'm willing to help whenever and wherever needed.

SYLLABUS REFERENCES

Darling, A. L. (1992). Instructional communication research: A master syllabus for a graduate seminar. *Communication Education, 41*, 204-214.

Friedrich, G. W. (1999). Instructional Communication Course Syllabus.

Hurt, H. T., Scott, M. D., & McCroskey, J. C. (1978). *Communication in the classroom*. Reading, MA: Addison-Wesley.

McCroskey, J.C. (1998). *An introduction to communication in the classroom* (2nd Ed). Acton, MA: Tapestry Press.

Mottet, T. P. (2008). Seminar in Instructional Communication COMM 6321 Course Syllabus.

Myers, S. A. (2009). Communication in the Classroom COMM 600 Course Syllabus.

SUGGESTED CLASS SCHEDULE AND READING LIST [Subject to Revision]

Jan. 15 **Introductions and Course Overview**
Defining Instructional Communication Theory, Research and Methods

Have Read:

Mottet, T. P., & Beebe, S.A. (2006). Foundations of instructional communication. In T. P. Mottet, V.P. Richmond, & J.C. McCroskey (Eds.). *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 3-32). Boston, MA: Allyn & Bacon.

Myers, S. A. (2010). Instructional communication: The emergence of a field. In D.L. Fasset & J.T. Warren (Eds.). *The SAGE Handbook of Communication and Instruction* (pp. 149-160). Thousand Oaks, CA: Sage.

Syllabus

Jan. 22 **Instructional Communication Theory and Research:**
Origins, Variables, and Classroom Applications

Have Read:

Staton-Spicer, A. Q., & Wulff, D. H. (1984). Research in communication and instruction: Categorization and synthesis. *Communication Education, 33*, 377-391.

Friedrich, G. (1987). Instructional communication research. *Journal of Thought, 22*, 4-10

Sprague, J. (2002). Communication Education: The spiral continues. *Communication Education, 51*, 337-354.

Waldeck, J.H., Kearney, P, & Plax, T.G. (2001). Instructional and developmental communication theory and research in the 1990s: Extending the agenda for the 21st century (pp. 207-229). In W.B. Gudykunst (Ed.) *Communication Yearbook 24*. Thousand Oaks, CA: Sage.

Nussbaum, J.F., & Friedrich, G. (2005). Instructional/Developmental communication: Current theory, research, and future trends. *Journal of Communication, 55*, 578-593.

Waldeck, J.H., Plax, T.G., & Kearney, P. (2010). Philosophical and methodological foundations of instructional communication. In D.L. Fasset & J.T. Warren (Eds.). *The SAGE Handbook of Communication and Instruction*. (pp. 161-181). Thousand Oaks, CA: Sage.

CJT 616 RESEARCH PROSPECTUS

The final research prospectus should be focused on a topic of the student's choosing and approved in advance by the instructor. The student is expected and encouraged to devote to the research prospectus approximately half of the time s/he spends on the seminar. Below are listed the suggested options.

1. **A research summary.** A research summary is an essay, incorporating an original way of summarizing, analyzing, and interpreting a body of research literature. It may concern either content or methodology. Rather than being a mere descriptive survey, it goes beyond to develop insights and provide acute evaluations which can be the basis for subsequent empirical research. Meta-analysis is a useful tool for producing a research summary.
2. **A report of methodological research.** Methodological research is concerned with the problem of the method or technique to be used in the making of observations. It may either (a) test the validity and/or reliability of an existing instrument or technique or (b) develop a new instrument or technique.
3. **A report of descriptive research.** Descriptive research is concerned with the problem of discovering the relative incidence, distribution, and interrelation of various communication variables. Descriptive research might, for example, investigate whether socioeconomic status, educational level, gender, intellectual level, personality differences, and so forth are in any way related to instructional communication activities. Data for such studies may be gathered by such varied methods as questionnaires, interviews, observation, and already existing records.
4. **A report of experimental research.** In general, experimentation implies deliberate and carefully planned manipulation of one or more variables arranged in a design of operations intended to put one or more hypotheses to the test. Typically an experimental hypothesis posits some kind of functional relationship between independent and dependent variables. The data are analyzed by appropriate methods based upon the logic of statistical inference.

The methodology may involve experimental research, survey research, textual analysis, or ethnography. In the prospectus, I expect you to isolate the problem for research, describe its theoretical and empirical bases, and discuss the procedures required to resolve the problem.

While there are no hard and fast rules governing the form and content of a research prospectus, they normally contain three major sections:

1. **Problem.** The problem section of a research proposal contains the theoretical and empirical rationale for conducting the research and a statement of the research problem.
 - A. **Rationale.** The rationale sets forth the reasons for conducting a given research project. One's "reasons" normally grow out of relevant theory underlying the research problem and research findings bearing directly on the proposed research. Thus, the rationale section is a theoretical and empirical discussion. It should read like a good argument leading unequivocally to the problem to be investigated.
 - B. **The Problem Statement.** The research problem is framed either as a hypothesis, a research question, or a purpose statement.
2. **Method.** The section on method describes the researcher's strategy for gathering data, along with all required supporting materials and measuring instruments. Moreover, it specifies the analytical method, either statistical or argumentative, that is suitable for testing the hypotheses and questions selected. The following five kinds of information typically appear in a proposal's method section.

A. Research Design. This subsection describes in detail the nature of the chosen research plan, whether an experiment, a survey, a textual analysis, or an ethnography. The researcher should specify why the chosen design is an appropriate mechanism for testing the research hypotheses.

B. Variable Specification. This subsection details the conceptual and operational definitions of all pertinent variables, including any independent and dependent variables. Additionally, the researcher should discuss procedures for certifying the validity and reliability of all variables. Finally, the means for controlling any potentially confounding effects should be described.

C. Elements and Participant Recruitment. The number and pertinent characteristics of the proposed study's elements or units of analysis are identified next. Elements include any individuals who will serve as research participants in the proposed project as well as communication artifacts (television programs, films, public speeches, conversational episodes) that are targeted for study. Additionally, the sampling method used to secure a sample (typically, a representative sample) of the elements must be specified and its appropriateness defended.

D. Procedure. This subsection describes the researcher's plan for conducting the proposed research, including any cover story and debriefing materials to be used, instructions to be given to research participants, and the setting and time frame for the research. In general, it is a step-by-step narrative detailing how the researcher will administer the proposed research from initiation to completion.

E. Data Analysis. This final subsection describes any statistical procedures the researcher will use to analyze results, including the specific statistical tests to be performed. If one's data are narrative rather than numerical, all descriptive, inferential, interpretative, and critical tools should be detailed. The subsection concludes with a statement indicating why the chosen data analytical methods will provide an adequate test of one's hypotheses, research questions, or general research aims.

3. **References**. The final part of the prospectus lists all reference materials the researcher has consulted or expects to consult during the course of the research. The style of the reference list should conform to the stylistic format the researcher will employ in the final research report. In most cases, this will be APA, 5th ed.

The final prospectus is due April 16, 2015. I do not believe in Incompletes. While the content of your prospectus is the most important concern, I value close attention to matters of spelling, grammar, and form. I will expect you to use the guidelines contained in APA, 6th ed. publication manual.

Revised Tentative Schedule ~ March 12, 2015

WEEK	DATE	TOPIC	
1	1/15	Introductions, Course Overview, Definitions	
2	1/22	Instructional Communication Foundations: Origins, Variables, and Applications	
3	1/29	Critical Approaches, Theory, & Learning Outcomes: The Bottom Line	
4	2/5	Teachers as Communication Sources: Effectiveness, Concerns, Burnout, Socialization, Ethics	
5	2/12	Teachers as Communication Sources: Credibility, Aggressive Traits, and Caring	
6	2/19	CLASS CANCELLED DUE TO INCLEMENT WEATHER – STUDENTS SHOULD BE WORKING ON HANDBOOK CHAPTER (Training Manual)	
7	2/26	Teachers as Communication Sources: Immediacy as Programmatic Research	
8	3/5	CLASS CANCELLED DUE TO INCLEMENT WEATHER – STUDENTS SHOULD BE WORKING ON HANDBOOK CHAPTER (Training Manual)	
9	3/12	Instructional Message Variables & Applications: Content Relevance, Humor, Clarity (MIDTERM WEEK)	
10	3/19	SPRING VACATION – ACADEMIC HOLIDAY (March 6-21)	
11	3/26	Teachers' Influence Messages: Teacher Power as Programmatic Research	Handbook Chapter DUE
12	4/2	Teacher Misbehaviors, Student Expectancy Violations, and Student Influence	
13	4/9	Relational and Transactional Approaches to Instructional Communication	
14	4/23	Students as Communication Sources within Instructional Contexts	Prospectus DUE
15	4/30	Instructional Communication Theories and Models Research Prospectus Discussion	Prospectus Discussion
16	5/7	Instructional Strategies Research Prospectus Discussions	Prospectus Discussion

Handbook Chapter Course Project

Each doctoral student will write a handbook chapter synthesizing the research around a specific instructional communication construct/variable they find interesting (e.g., student traits, credibility, content relevance, clarity, humor, teacher influence, power, immediacy, teacher-student relationships, affinity seeking, teacher misbehaviors, student resistance and incivility). The course project is outlined below. It will constitute 30% of the final course grade and is Due **March 12, 2015**.

Handbook Chapter Guidelines and APA 6th Edition Formatting

Introduction	25 pts
Overview and Rationale for Examining the _____ Construct	30 pts
Conceptual definition of _____	
Operational definition (measurement) of _____	
The Study of _____ in Instructional Communication Research (Literature Review)	80 pts
Origins of the _____ Research Program	(≈ 25) pts
Contemporary Research on _____ in Instruction	(≈ 25) pts
Explaining _____'s Impact	(≈ 20) pts
Special Concerns	(≈ 10) pts
Knowledge Claims	60 pts
Directions for Future Research	60 pts
Summary	25 pts
References (APA formatted) 35-100 references—construct dependent	20 pts

Pragmatic Training Manual Course Project

Master's and post-baccalaureate students may choose to assemble a pragmatic training manual that synthesizes research on an instructional communication concept they find interesting (e.g., student traits, credibility, content relevance, clarity, humor, teacher influence, power, immediacy, teacher-student relationships, affinity seeking, teacher misbehaviors, student resistance and incivility) and explains how to apply the concept in an instructional context. Students must apply the literature review and synthesis to create an original and professional **2-hour training program**. Contents of the training program can vary and much can be left to **student design and creativity**. However, there are several items that must be included, and these items include: an **agenda** of the training program, **explanations** of the training program activities, **instructional materials** (e.g., case studies, synopses of relevant articles, role play situations) and an **annotated bibliography** of related reference materials. The course project is outlined below. It will constitute 30% of the final course grade and is **Due March 12, 2015**.

Pragmatic TRAINING MANUAL Guidelines and APA 6th Edition Formatting

Creative Title of Training Program	5 pts
Program Description for promotional purposes (1-2 paragraphs)	10 pts
Behavioral Objectives	10 pts
Qualifications of Trainer/Designer (1-2 paragraphs)	5 pts
Training Program Agenda	10 pts
Content Outline	10 pts
Introduction	20 pts
Overview and Instructional Relevance of _____	25 pts
Instructional Competencies/Knowledge Claims associated with _____	25 pts
Assessment and Measurement of _____	20 pts
Training Program Instructional Materials/Activities with Explanations (e.g., case studies, synopses of relevant articles, role play situations)	50 pts
Summary	10 pts
<u>Annotated Bibliography</u> – 35-55 Related Reference Materials	100 pts